

**ABSOLUTE RATING:** N/A  
**IMPROVEMENT RATING:** N/A

Number of high schools with students similar to ours: .. The absolute ratings for those schools ranged from N/A to N/A. For the improvement ratings, the range was from N/A to N/A.

(Definitions of School Rating Terms on Page 4)

#### RATINGS OVER A 4-YEAR PERIOD

	Absolute Rating	Improvement Rating
<b>2001</b>	N/A	N/A
<b>2002</b>		
<b>2003</b>		
<b>2004</b>		

#### TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			Schools With Students Like Ours		
	1999	2000	2001	1999	2000	2001
• Passed all 3 subtests	.	36.4	11.1	.	.	.
• Passed 2 subtests	.	27.3	22.2	.	.	.
• Passed 1 subtest	.	27.3	22.2	.	.	.
• Passed no subtests	.	9.1	44.4	.	.	.

<b>ELIGIBILITY FOR LIFE SCHOLARSHIPS</b>	Our School	Schools With Students Like Ours
% of seniors eligible for LIFE Scholarships at four-year institutions	0.0%	N/A
% of seniors who met the SAT requirement	0.0%	N/A
% of seniors who met the grade point average	0.0%	N/A

Beginning in 2003, the graduation rate for each high school will be included in the school rating.

#### PERFORMANCE BY STUDENT GROUPS

Student Group	Seniors		
	Exit Exam Passage Rate by Spring 2001	Eligibility for LIFE Scholarships	Graduation Rate
<b>All students</b>	N/A	0.0%	N/A until 2003
Students with disabilities other than speech	N/A	N/A	
Students without disabilities	N/A	0.0%	
<b>Gender</b>			
Male	N/A	0.0%	
Female	N/A	0.0%	
<b>Ethnic Group</b>			
African American	N/A	0.0%	
Hispanic	N/A	N/A	
White	N/A	0.0%	
Other	N/A	N/A	
<b>Lunch Status</b>			
Free/reduced-price lunch	N/A	0.0%	
Pay for lunch	N/A	0.0%	

#### STUDENTS IN CAREER AND TECHNOLOGY COURSES

Mastering core competencies	N/A
Completers placed	N/A
Eligible students enrolled	N/A

## SCHOOL PROFILE

### INDICATORS OF SCHOOL PERFORMANCE

	Our School	Change from Last Year	Schools with Students Like Ours	Median High School
<b>SCHOOL</b>				
• Dollars spent per student	\$5,944	N/A	N/A	\$5,668
• Prime instructional time	94.5%	N/A	N/A	90.1%
• Student-teacher ratio	9.0 to 1	N/A	N/A	25.1 to 1
<b>STUDENTS (n=.)</b>				
• Advanced Placement/ Int'l Baccalaureate Program Exam Success Ratio	N/A	N/A	N/A	40.0%
• Attendance rate	97.8%	Up from 95.8%	N/A	95.3%
• Retention rate	13.3%	Up from 6.7%	N/A	10.0%
<b>TEACHERS (n=6)</b>				
• Professional Development days per teacher	5.5 Days	Up from 5.0	N/A	7.5 Days
• Attendance rate	98.6%	N/A	N/A	95.7%
• Teachers with advanced degrees	16.7%	Up from 0.0%	N/A	49.4%
• Continuing contract teachers	83.3%	Up from 50.0%	N/A	81.0%
• Teachers with out-of-field permits	16.7%	Down from 50.0%	N/A	3.0%
• Teachers returning from the previous school year	N/A	N/A	N/A	85.2%
• Average teacher salary	\$25,000	Up 13.6%	N/A	\$38,125

#### SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median High School
<b>SCHOOL</b>				
• Dropout rate	2.2%	Down from 3.3%	N/A	2.9%
• Percentage of expenditures spent on teacher salaries	94.3%	N/A	N/A	56.4%
• Principal's years at the school	2.0	N/A	N/A	3.0
• Percent of parents attending conferences	88.9%	N/A	N/A	60.1%
• Opportunities in the arts	Poor	N/A	N/A	Excellent
<b>STUDENTS</b>				
• Older than usual for grade	N/A	N/A	N/A	10.1%
• Suspended or expelled	3	N/A	N/A	29
• Gifted and talented	0.0%	No change	N/A	7.4%
• With disabilities other than speech	0.0%	No change	N/A	10.7%
• Career/technology students in co-curricular organizations	N/A	N/A	N/A	4.5%
• Enrollment in career and technology center courses	N/A	N/A	N/A	350
• Career students participating in work-based experiences	N/A	N/A	N/A	23.1%



## PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Our mission at the Phoenix Center is to serve students who are divergent learners. Often these students have a history of academic failure and behavioral problems in the traditional classroom. They are very school-resistant youth who require trusting relationships and a supportive environment before they can begin to learn. Finding appropriate teachers for this hard-to-serve population is difficult: they must have a proven record of patience and empathy for this category of students. Retired teachers, who want to work part time, have been a valuable asset to us. They often fit our teacher criteria and bring with them different areas of certification as well. We continuously spend time with our students counseling them to modify behaviors through peer mediation and problem solving exercises. We want them to be job-ready and to possess life skills. Community businesses and agencies are enlisted to help them, and we have often used the services of DHEC, DSS, Mental Health and Alcohol and Drug Abuse for assistance and counseling. Our students are allowed to attend F. E. Dubose Career Center, where they are placed in vocational areas and with instructors who will help them experience success. Twenty-four of our forty-five students have after-school and summer jobs. Divergent students prefer learning that is relevant, so we continue to develop and field-test a curriculum which incorporates State standards with the local environment and its people. Swamps, farmland, and the Santee Cooper lake system sometimes become our texts for Language Arts, Math, Social Studies and Science. Even our Physical Education course is designed to help students acquire skills for lifetime leisure sports such as golf, tennis, and swimming. As director of the charter school, my primary job is that of lead teacher on a 6-person team. My challenge has been to perform the administrative and managerial tasks, which are out of my area of training. The charter school experience for all of us, teachers and students alike, is a growth opportunity: we are collectively honing our skills and broadening our futures.

Anne D. Darby

### EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	Too few responses	92.3	(Avail. 2002)
Satisfied with social and physical environment		100.0	
Satisfied with home-school relations	to report.	100.0	

### DEFINITIONS OF SCHOOL RATING TERMS

**Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.  
**Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.  
**Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal.  
**Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.  
**Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

1402610

The Phoenix Center  
P. O. Box 170  
Alcolu, SC 29001

**Grades** 7-12 High School

**Enrollment:** . Students

### Principal

Mrs. Anne Darby 803-505-6800

### Superintendent

Dr. John Hudgens 803-435-4435

### Board Chair

June C. Briggs 803-435-2368

## THE STATE OF SOUTH CAROLINA

Annual School  
Report Card

**2001**

School Grade:  
N/A

### South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at  
[www.msccschools.com](http://www.msccschools.com)